

The Relationship between Emotional Intelligence and Stress Management among Teachers in Secondary School

Norsyahira Apar¹ & Shazaitul Azreen Rodzalan^{1,*}

¹Department of Management and Technology, Faculty of Technology Management and Business, Universiti Tun Hussein Onn Malaysia, 86400 Batu Pahat, Johor, MALAYSIA

*Corresponding Author

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Abstract: Stress is a common issue yet it is not something that people should ignore. Stress is when someone is feeling overwhelmed and unable to cope with their mental or emotional when they go through difficulties. This research focused on the teachers of secondary school because it has been stated that they had high prevalence of stress symptoms due to problems dealing with students and administrative work. Therefore, the objectives of this research are to measure both the level of Emotional Intelligence (EI) and the stress management of teachers in secondary school. Moreover, this research also aimed to find out the relationship between the EI and stress management of teachers in secondary school. This research used quantitative approach and a survey was conducted by using questionnaire as research instrument. Furthermore, this study found that four dimensions of EI which are self-awareness, self-regulation, motivation and empathy has significant relationship with stress management while social skills does not have significant relationship with the stress management. This research can provide a better understanding for the teachers about how EI skills can help them in stress management. In addition, this research can give awareness to the school administrator on the issue regarding stress of the teachers and they can help those teachers that is struggling with stress management.

Keywords: Emotional intelligence, Stress, Stress management

1. Introduction

Recently, there is an increasing attention by organization regarding the impact of job stress on employees' health care, absenteeism and employees' productivity (AbuAlRub, 2004). Stress is usually impact employees' emotion, physical and behavioral, which usually lead to strains and negative consequences. When these situations occur, it will lead to worse situation such as negative perception and job dissatisfaction (Rubilar & Oros, 2021; Mondal, Shrestha & Bhaila, 2011). This research mainly focus on the secondary teacher's stress and the concept of Emotional Intelligence (EI) as coping tool.

This research focused on education sector in Malaysia. Education sector has undergone a lot of changes as it always seeks for improvement. Education sector consists of three level. The first level of education is pre-school which also known as kindergarten. It is early education for children aged four until six years old (Ministry of Education, 2022). The second level of education is primary education. Primary education takes six years to finish. The next level of education is secondary education which the main focus of this research. Secondary education is basically an extension of the primary level (Ministry of Education, 2022). Secondary education is divided into two which are lower secondary and upper secondary. Lower secondary takes three years to accomplish while upper secondary takes two years to finish. The last level is tertiary level which refers to the education level for those that want to further their study in higher education which is diploma, degree, master and more (Ministry of Education, 2022).

The secondary education's purpose is to develop the potential of individual in holistic, balanced and integrated manners, encompassing the intellectual, spiritual, emotional, and physical aspects in order to create a balanced and harmonious human being with high moral standards (Ministry of Education, 2022). In order to achieve these objectives, teachers in the secondary school play the most significant roles. Teachers have responsibility of educating people, especially in the multi-racial context of our country. With all these responsibilities, the teachers need to ensure that they have the capabilities to achieve their objectives in educating students. The work pressure must have increase due to their responsibilities and these work pressures will exposed teachers to risk of stress. Teachers with high level of stress can lead themselves to unsatisfactory, work absentee, and works abandon.

Therefore, this research determined the relationship between Emotional Intelligence (EI) and stress management among teachers in secondary school. EI has been chosen as part of this research because EI is related to emotional management that can be effective tools in coping stress. Teacher able to work effectively and having positive emotions when he or she able to manage his or her own emotion, especially during high work demand and work pressures in school (The Pennsylvania State University, 2017). Furthermore, it is very important to understand the relationship between EI and stress management since EI can be seen as a valuable tool to influence work stress.

There are two issues which motivated this study to be conducted. Stress at work place is a common daily issue but it is not an issue that should be ignored. For instance, a recent survey found that 51% of Malaysian are overworked and 53% were reported having less sleep than seven hours per day, which lead to sleep deprived issue (Ram, 2021). The statistic itself proves that stress at workplace is actually a very serious matter.

This research focused on stress management among teachers in secondary school. One of the objectives of Malaysia's education is to develop the potential individuals in holistic and integrated manner (Ministry of Education, 2022). Teachers play a very important role in achieving those objectives. However, 43% teachers were said to have high prevalence of depressive, 68% with anxiety and 32.3% with stress (Othman & Sivasubramaniam, 2019). Today, teacher profession is one of the challenging profession. Apart of teaching, they also responsible to deal with students affairs, administrative work and students activities. Such these responsibilities, added with problems like problematic students, incompatible policies, unclear promotion criteria contribute to 'burden' to the teachers (Ahmad, 2015). As such, it will lead to another state of feeling stress.

Throughout daily working hours in school, it demands teachers to display a range of emotions (Keller, Frenzel, Goetz & Pekrun, 2014). This is due to their emotion typically unfold in interaction with school environment (Day & Gu, 2013). When teachers unable to manage their own emotions, it reflects to students behaviors as most of the students will be misbehaved and not become discipline (Chang, 2013). These problematic students then will trigger more stress for the teachers in the future. Thus, it is crucial for teachers to handle their emotion well.

Emotional intelligence (EI) has been chosen in this research since EI could be helpful in education sector in stress management as EI vis-a-vis performance has been appealing to business organizations as it is believed that a higher EI is presumed to contribute positively to job performance (Boyle, Humprey, Pollack & Hawver, 2011). Individual with lower EI skills have difficulties in managing stress. Also, it has been found, without being scientifically proven, that people with high EI have higher mental health (Yusoff, Hadie, & Yasin, 2021).

Therefore, to achieve the research objectives the level of Emotional Intelligence (EI) and stress management among teachers in secondary school are determined. Consequently, the relationship between Emotional Intelligence (EI) and stress management among teachers in secondary school is also determined.

This research focused on the relationship between Emotional Intelligence (EI) and stress management among teachers in secondary school. This research focuses on the four dimensions of EI by Goleman (1995) which are self-awareness, self-management, social awareness and relationship management. For stress, this research explained on the General Adaptation Syndrome Theory and Transactional Model of Stress and Coping. This research emphasized the level of both EI and stress management and the relationship between both variables. The respondent that has been chosen for this research is teachers of secondary school in Batu Pahat. This research used questionnaire as research instrument to collect data from the respondent. In addition, the data was analyzed using descriptive analysis and correlation analysis.

This research adds value to the better understanding of Emotional Intelligence (EI) and stress management among teachers in secondary school. This research provides insight on the definition of EI and the importance of it in stress management. The understanding of EI and stress management can help teachers to practice the EI skills in dealing their stress. In addition, if teachers have better understanding of EI, it will help them to develop ability to perceive, understand and manage their emotion which can help to contribute to a better workplace engagement and reduce stress. Hence, teachers with higher level of EI skills usually have positive outcomes as they can use EI as a tool to manage their stress.

Furthermore, this research can help school administrator to understand better on how teachers manage their emotion and stress. The finding of the study can help school administrator to plan effective strategy of EI practice for the teachers to develop higher level of EI and help the teachers to find solution on dealing their stress. The plan developed by school administrator can help teachers that is struggling with stress and it might help them to perform their roles better in teaching.

In addition, the findings derived from this research also give benefits to Ministry of Education. One of the principles of the Ministry of Education in Malaysia is to produce individuals who are intellectually, physically, emotionally and spiritually balanced and functionally literate (Ministry of Education, 2013). So, to achieve the principle, it is really important for Ministry of Education as higher authority to aware with the issue of teachers' stress so that the issue will not affect the teacher's performance in order to achieve the vision. Once the Ministry of Education is well aware of the teachers' stress and fully understand the concept of EI, it will help them to formulate effective strategy or provide a proper training to enhance the level of EI so that it can help in reducing stress.

Moreover, this research can provide future researchers information needed to compare this study with others previous studies. This research could provide useful insight on the relationship between EI and stress management among teachers in secondary school.

2. Literature Review

This chapter discusses about the previous research and the variables that involved in this research. First, this chapter begins with the literature review of the dependent variable which is stress management. Next, this chapter explains on the independent variable which is Emotional Intelligence (EI). Literature review could provide reader the infinite information that will help them to have better understanding on the relationship between EI and stress management. Furthermore, this chapter helps researcher to gain information and additional justification regarding the research.

2.1 Stress

Stress is complex and dynamic process of interaction between a person and his or her life (Sebastian, 2018). Stress is how individual react when they exposed to external or internal challenges. Stress is actually a very common problem that people have to face every day. All people have experienced stress throughout their life.

(a) *Definition of stress*

Stress is a term that has been defined by many scholars. Stress is an ambiguous and wide concept which is attributed to varied phenomena and definitions (Shahsavarani, Abadi & Kalkhoran, 2015). In general, stress could be defined as reaction of physiological, emotional, behavioral and cognitive that happens due to environment demand. Stress also can be described as a situation or environment when individual is under pressure and have difficulties to deal with it. Lazarus & Folkman (1984) defined stress as a process of appraising events or situations as harmful, threatening, or challenging of assessing potential responses and responding to those events. He also described stress as an exclusive relation between person and their surrounding environment which they perceive as taxing, or is gone far beyond her/his coping resources and threatening her/his health (Lazarus & Folkman, 1984). Next, American Psychiatric Association (2014) defined stress as a sense of being overwhelmed, worry, destruction, press, exhaustion, and lethargy.

(b) *Theory of stress*

The theory used is Lazarus & Folkman (1984) Transactional Model of Stress and Coping. This theory explained on the stressful situation happen in between the individuals and their environment. In this theory, stressful situation can be recognized as stressor as depicted in Figure 1. It started with stressor which can trigger the primary appraisal process. This process requires individual to figure out the degree of threat in the stress situation. When the situation is being assessed as threats, the secondary appraisal process will start to provide an individual on how to cope with the situation. In this process, it is really important for individual to manage the threats and cope with stress. Next, the coping responses will start after the cognitive appraisal perceived the stress. But different people have different cognitive appraisals and coping processes, so the stress outcomes and the effectiveness of coping response depend on the individual's skills. Therefore, the stress outcomes will turn to long-term stress outcomes and back to the appraisal stages for further actions if the stress still on going.

As depicted in Figure 1, the sequence of influence between primary appraisal and secondary appraisal does not always present itself as one being more important than the other (i.e. primary vs. secondary), or that one always precedes the other (Lazarus & Folkman, 1984). The relationship between the primary appraisal and secondary appraisal is considered dynamic since both appraisals will lead to coping eventually. Therefore, based on the Figure 1, the key of this theory is both primary appraisal and secondary appraisal and the coping strategies mediate the relationship between stressor and the stress outcomes (Gomes, Faria & Lopes, 2016).

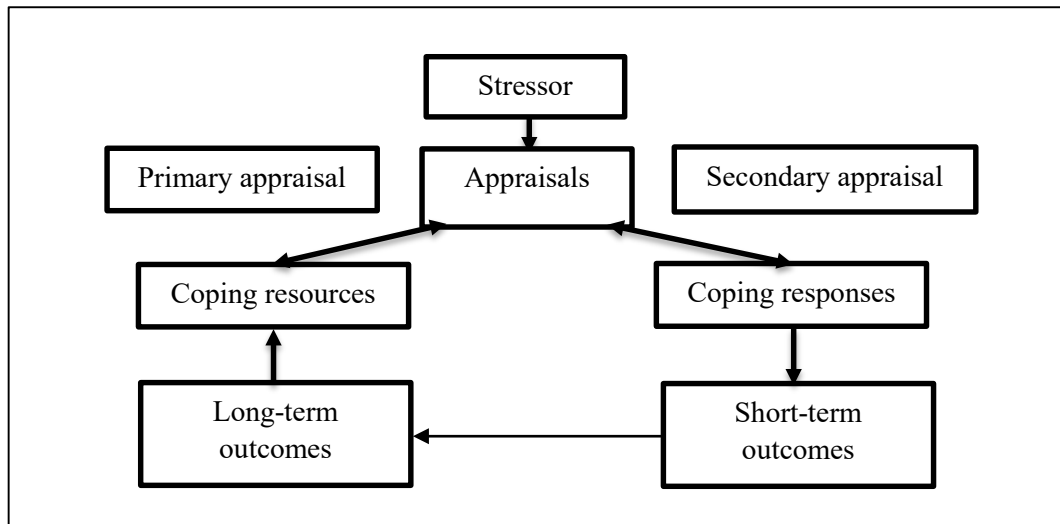


Figure 1: Transactional Model of Stress and Coping (Lazarus & Folkman, 1984)

2.2 Emotional Intelligence (EI)

People have various emotions such as happy, sad, angry, fear and more. It is not easy to keep all these emotions under control. Therefore, EI is considered as one of the essential components in life since it helps people to build an ability to manage their emotions. The term of EI first found by the psychologist called Peter Salovey and it attract attentions from others psychologist and scholars which caused EI has been defined multiple times.

(a) Definition of emotional intelligence (EI)

Salovey & Mayer (1990) was the first author to defined the term of EI in 1990 and they described EI as form of social intelligence that involves the ability to monitor one's own and the others' feelings and emotion, to distinguish among them, and to use this information to guide one's thinking and action (Salovey and Mayer, 1990). Moreover, Goleman (1995) defined EI as a collection of skills and abilities that enable an individual to understand his or her feelings and those of others, which are necessary for our interaction with others and to success in professional communications (Goleman, 1995). While Bar-On (2000), defines Emotional-Social Intelligence as a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands (Bar-On, 2000).

Other than that, Ismail (2014) defined EI as individual ability to achieve their goals. It is a general definition which it did not state clearly how EI actually works. Drigas & Papoutsis (2018) stated that EI is an ability of individual to manage information, emotion, thought, instinct and mental ability in certain situation. Therefore, EI can be defined as ability of an individual not only to recognize their own emotion, but others emotion as well and they should be able to use it to manage or adjust their emotions according to their surroundings.

There are four abilities that an individual must possess in order to enhance their EI skills. The four abilities are ability to control emotion, encouragement, motivation and empathy despite going through frustration (McGarvey, 1997). Higher EI level resulting in how smart an individual can control and utilize their emotion. To measure the level of EI, there are a few concept and model that is usually used by researchers which are Goleman Model, Mayer-Salovey Model and Bar-On Model.

(b) Theory of emotional intelligence

This research integrates Goleman Theory of Emotional Intelligence (EI). Goleman's model has outlined five factors in measuring the level of EI. The five factors consist of self-awareness, self-regulation, motivation, empathy and social skills. The first element in Goleman Model is self-awareness. It defined as ability of individual to figure out their own emotion and perceives it. Individual that have higher level of self-awareness will have higher confidence in themselves.

The second element is self-regulation which defined as how an individual be able to control their own emotion. Moreover, it also highlighted on individual ability to control and redirect impulses and moods, to prioritize thinking by focusing on important information that explains why feelings are being experience. Hence, individual with high level of self-regulation tend to be calmer in dealing problems. When these individuals tend to be calmer, they are more likely to deal with them effectively and efficiently.

The third element is motivation which described as how individual utilize their emotion to motivate themselves to achieve their goals and objectives. Goleman (1995) defined that emotional self-motivation involves the ability of controlling the emotional tendencies that facilitate in other to reach one's goals. In addition, Mohamad & Jais (2016) stated that motivation is abilities to set goals and create an arduous, and also to remain focused and positive by any setbacks that may occur during setting goals.

The next element is empathy. It refers to the ability to identify emotions in other people, design, artwork etc. through language, sound, appearance, and behavior. Empathy is a component that can help individual to be aware of others emotion. Goleman (2006) described empathy as factors that can help someone to be compatible with individual that has different background and personality.

The last element is social skills. Social skills refer to individual's abilities in establish relationship with others. The social skills in this model includes respect for others, mutual regard, commitment, openness, tolerance, empathy, negotiation, communication and others (Schuetz, 2011). In addition, social skills involve the ability of understand each other's needs, relating to each other over time and exchanging information about one feeling, thought and ideas.

2.3 The Relationship between Emotional Intelligence (EI) and Stress Management

The relationship between Emotional Intelligence (EI) and stress management has been discussed by a few authors. Shahid, Stirling & Adams (2017) stated that EI has a significant relationship with stress management among pediatric and med-peds resident which are the respondent of the research. The residents with higher EI skills show a very positive result in their stress management and they have better stress tolerance. The residents can tolerate stress well because they are well aware and acknowledge their emotion. In addition, Leon & Tănăsescu (2018) stated that EI has positive impact towards banking sector's employees in reducing their stress. Since EI require individual to understand and control not only their emotions, but others as well, it helps them to manage their stress and keep on focusing in their task. It also has been stated that employees with higher EI level is able to use the emotions in a constructive way to cope with stress. The employees with higher EI can perceive their stress well and be more motivated in their job. This finding is also same as Kanesan & Fauzan (2019) which stated that EI is a model that fits well in managing stress since it requires the ability to managing emotion oneself along with others.

Based on review from the past studies, this study hypothesized that:

H₁: There is relationship between self-awareness and stress management.

H₂: There is relationship between self-regulation and stress management.

H₃: There is relationship between motivation and stress management.

H₄: There is relationship between empathy and stress management.

H₅: There is relationship between social skills and stress management.

The conceptual framework of this research is as depicted in Figure 2. The purpose of conceptual framework is to show both the independent variables and the dependent variables of this research. The independent of this research is consist of EI Goleman's theory which are self-awareness, self-regulation, motivation, empathy and social skills. The dependent variable of this research is stress management.

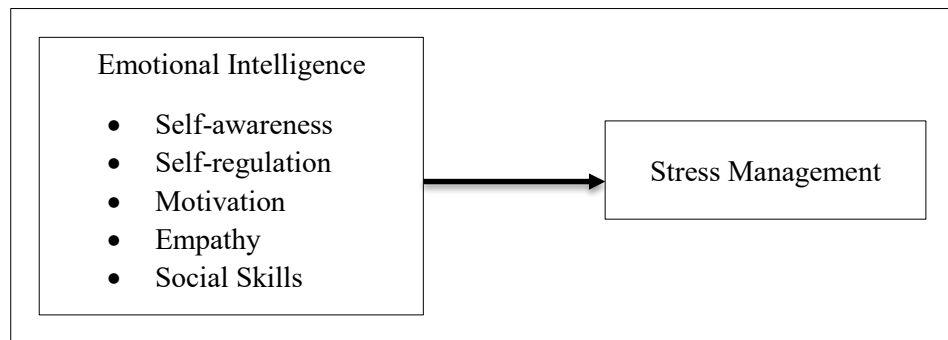


Figure 2: Conceptual Framework

3. Research Methodology

The research methodology section describes all the necessary information that is required to obtain the results of the study. The research methodology consists of detailed information regarding research design, population and sampling, data collection and data analysis.

3.1 Research Design

Specific research designs such as description of research methodology selection, research population, research sampling, research instrument, and research flow process need to be explained clearly. This research used descriptive research to determine this research's objectives. The quantitative approach used in this research because This research has conducted a survey which is considered as non-experimental setting.

3.2 Population and Sampling

The target population of this research are teachers in secondary school in Batu Pahat, Johor. The total number of populations of this research are 2489 teachers. The sample size of this research is determined by the Krejcie and Morgan Table which are 331 teachers. Moreover, non-probability sample technique has been chosen which is convenience sampling.

3.3 Research Instrument

This research used questionnaire to collect qualitative data. In this research, Section A of the questionnaire consists of questions regarding demographic. The demographic section consists of six questions which are gender, age, race and years of services. Next, Section B of the questionnaire is about the Emotional Intelligence (EI) among teachers of secondary school. This section answers the first research question and objective which is regarding the level of EI among teachers in secondary school. This section's questionnaire adopted from Singh (2004). Lastly, the Section C which is about the stress management of teachers in secondary school. This instrument adopted from Oforjindu (2011).

3.4 Data Collection

The primary data that involved in this research is questionnaires survey. The questionnaires adopted from previous study. The questionnaires were distributed to the teachers of secondary school in Batu Pahat through online platform which is Google Form. Secondary data refers to the existing data or information that is reliable for the purpose of research. The source of secondary data of this research is previous studies, journals, articles and newspaper. The previous study, journals and articles is provided by Tunku Tun Aminah Library's online facilities which many platforms are offered for information searching.

3.5 Reliability Analysis

Table 1 shows the reliability analysis of actual study of this research. The Cronbach's Alpha value of Emotional Intelligence (EI) is 0.961. Therefore, it is excellent. Furthermore, the Cronbach's Alpha value of stress management is 0.815 which is acceptable. Hence, the result of Cronbach's Alpha value for both variables is reliable and can be accepted.

Table 1: Reliability of Actual Study

Variable	Cronbach's Alpha Value	N-items in Scale	N-Respondent
Emotional Intelligence	0.961	60	200
Stress Management	0.815	10	200

3.6 Data Analysis

Descriptive analysis used to analyze all the data from Section A which involved information regarding demographic of the respondent. This analysis was explained in the figure to show the result of the questionnaires in frequency and percentages. Moreover, this analysis also used to measure the level of both Emotional Intelligence (EI) and stress management of the teachers. Correlation analysis used to answer the last research question which is to determine the relationship between EI and stress management of teachers in secondary school.

4. Results and Discussion

4.1 Descriptive Analysis for Demographic

In this demographic analysis, characteristics of the population were analyzed. The characteristics consist of gender, age, race and level of education. Table 4.1 shows the number of respondents involved in this research. According to the gender, this study involves 72 males and 128 females. In addition, Table 2 shows the number of respondents according to age. There are four categories consists of 20 – 29 years old, 30 – 39 years old, 40 – 49 years old and 50 years old and above. The highest group of age comes from 20 – 29 years old resulting in 45% and the lowest group of age is 50 years old and above resulting in 6%. The next demographic data is race. Malay dominates this survey with 69.5% and the lowest is others with only 1%. As for the level of education, highest number recorded for Degree with 61.5% meanwhile Diploma recorded the lowest at 3%.

Table 2: Demographic Analysis

Demographic Data	Frequency (f)	Percentages (%)
Gender:		
Male	72	36
Female	128	64
Age:		
20 – 29 years old	90	45
30 – 39 years old	54	27
40 – 49 years old	44	22
50 years old and above	12	6
Race:		
Malay	139	69.5
Chinese	34	17
Indian	25	12.5
Others	2	1
Level of education:		
Diploma	6	3
Degree	123	61.5
Master	43	21.5
PhD	28	14

4.3 Descriptive Analysis of Emotional Intelligence (EI)

Table 3 shows the descriptive analysis for Emotional Intelligence (EI). Based on the Table 3, self-regulation has the value of mean which is 3.57, followed by self-awareness and motivation which the level of mean is 3.55 and 3.52 respectively. Next, the level of mean for empathy is 3.48. Meanwhile, the lowest mean is social skills with 3.43.

Table 3: Summary of Descriptive Analysis of Emotional Intelligence

Emotional Intelligence (EI)	Mean (μ)	Standard Deviation (σ)	Level
Self-awareness	3.55	0.757	Medium
Self-regulation	3.57	0.738	Medium
Motivation	3.52	0.753	Medium
Empathy	3.48	0.784	Medium
Social skills	3.43	0.724	Medium

4.4 Descriptive Analysis of Stress Management

There are two high-level items, seven medium-level items, and one low-level item. According to the data analysis, the highest mean is 4.31, indicating that the respondents strive to control my stress by getting enough rest. Meanwhile, the item “I try to manage my stress by consulting the counsellor” has the lowest mean of 2.29. Based on the Table 4, the overall mean of stress management is 3.24, with a standard deviation of 0.917, indicating a moderate level of stress management.

Table 4: Summary of Descriptive Analysis of Stress Management

Stress Management	Mean (μ)	Standard Deviation (σ)	Level
Stress management	3.24	0.917	Medium

4.5 Normality Test

This research involved more than 50 respondents. Hence, Kolmogorov-Smirnov were taken into account. Based on the Table 5, the result of normality test for all independent variables which are self-awareness, self-regulation, motivation, empathy and social skills indicate that the data is not normally distributed. It is because of the significant value for all independent variables is below 0.05. as for the dependent variable which is stress management also shows that the data is not normally distributed since the significant value is below 0.05.

Table 5: Normality Test

Variables	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Self-awareness	0.114	200	0.000	0.975	200	0.001
Self-regulation	0.204	200	0.000	0.909	200	0.000
Motivation	0.078	200	0.005	0.984	200	0.025
Empathy	0.149	200	0.000	0.953	200	0.000
Social skills	0.097	200	0.000	0.982	200	0.010
Stress management	0.215	200	0.000	0.901	200	0.000

4.6 Correlation Analysis

(a) *The relationship between self-awareness and stress management*

Table 6 shows the Spearman correlation between self-awareness and stress management. Based on the Table 6, the significant value of self-awareness towards stress management is 0.000 indicates that $p < 0.05$. Therefore, H_1 is accepted. The value of Spearman's rho correlation is 0.301 (30.1 %). This result indicates that there is a very weak relationship.

Table 6: The Relationship between Self-awareness and Stress Management

		Stress Management	
		Correlation Coefficient	0.301**
Spearman's rho	Self-awareness	Sig. (2-tailed)	0.000
		N	200

Correlation is significant at the 0.01 level (2-tailed)

(b) *The relationship between self-regulation and stress management*

Table 7 shows the Spearman correlation between self-regulation and stress management. Based on the Table 7, the significant value of self-regulation towards stress management is 0.000 indicates that $p < 0.05$. Therefore, H_2 is accepted. The value of Spearman's rho correlation is 0.386 (38.6 %). This result indicates that there is a weak relationship between self-regulation and stress management.

Table 7: The Relationship between Self-regulation and Stress Management

		Stress Management	
		Correlation Coefficient	0.386**
Spearman's rho	Self-regulation	Sig. (2-tailed)	0.000
		N	200

Correlation is significant at the 0.01 level (2-tailed)

(c) The relationship between motivation and stress management

Table 8 shows the Spearman correlation between motivation and stress management. Based on the Table 8, the significant value of motivation towards stress management is 0.000 indicates that $p < 0.05$. Therefore, H_3 is accepted. The value of Spearman's rho correlation is 0.358 (35.8 %). This result indicates that there is a weak relationship between motivation and stress management.

Table 8: The Relationship between Motivation and Stress Management

		Stress Management	
		Correlation Coefficient	0.358**
Spearman's rho	Motivation	Sig. (2-tailed)	0.000
		N	200

Correlation is significant at the 0.01 level (2-tailed)

(d) The relationship between empathy and stress management

Table 9 shows the Spearman correlation between empathy and stress management. Based on the Table 9, the significant value of self-awareness towards stress management is 0.000 indicates that $p < 0.05$. Therefore, H_4 is accepted. The value of Spearman's rho correlation is 0.254 (25.4%). This result indicates that there is a very weak relationship between empathy and stress management.

Table 9: The Relationship between Empathy and Stress Management

		Stress Management	
		Correlation Coefficient	0.254**
Spearman's rho	Empathy	Sig. (2-tailed)	0.000
		N	200

Correlation is significant at the 0.01 level (2-tailed)

(e) The relationship between social skills and stress management

Table 10 shows the Spearman correlation between social skills and stress management. Based on the Table 10, the result indicates there is no significant correlation between social skills and stress management. It is due to the significant value that shows 0.295 which means it is more than 0.05. Therefore, H_5 is rejected. The value of Spearman's rho correlation is 0.074 (7.4 %). This result indicates that there is a very weak relationship between social skills and stress management.

Table 10: The Relationship between Social Skills and Stress Management

		Stress Management	
		Correlation Coefficient	0.074
Spearman's rho	Social Skills	Sig. (2-tailed)	0.295
		N	200

Correlation is significant at the 0.01 level (2-tailed)

5. Conclusion

5.1 Research Objective 1: To Determine the Level of Emotional Intelligence (EI) among Teachers in Secondary School

This research has adopted the Goleman's EI Model which consists of five dimensions. It includes self-awareness, self-regulation, motivation, empathy and social skills. The average mean of self-awareness is at medium level. In the past studies, it has been stated that to ensure the success of their career, a teacher with stronger EI abilities is more conscious of their own mood. Saleh (2016) research backs up this assertion. It was discovered that EI had a good and considerable impact on instructors' job performance. In addition, Hanafi (2016) also stated that a teacher with higher self-awareness able to control their own emotion. Overall, the mean for self-regulation is 3.57, with a standard deviation of 0.738, indicating a medium level. According to Mohamad & Jais (2016), self-regulation plays an important part in job performance. Minaabad & Rad (2016) also stated that individual with higher self-regulation skills is able to solve any conflict efficiently, control their emotion well when dealing with others, have a good communication skill and able to express their emotion towards others well.

Furthermore, the overall average mean motivation is 3.52, with a standard deviation of 0.753, indicating a modest level of drive. In previous study by Mohamad & Jais (2016) has found that excellent teachers have the ability in set goals and always focus and optimistic in their career. In addition, according to Ishak, Mustapha, Mahmud & Ariffin (2006), new teachers are more exposed to and knowledgeable about the notion of EI, and they are more motivated in their careers. Overall, the mean for empathy is 3.48, with a standard deviation of 0.784, indicating a medium level of empathy. Other previous studies also have discussed about this dimension. For instance, Mohamad & Jais (2016) has proven that high EI level has biggest contribution in their work performance. Teachers with high level of empathy has proven to be more caring and able to develop student's growth, could handle variety in their career and understand others better (Harun, Ishak & Amat, 2016). Last but not least, the overall mean of social skills is 3.43, with a standard deviation of 0.724, indicating a medium degree of proficiency. One of the past studies, Mohamad & Jais (2016) stated that these social skills proves individual's talents in developing good relationship with others.

5.2 Research Objective 2: To Determine the Stress Management among Teachers in Secondary School

Overall, the average mean of stress management is 3.24, with a standard deviation of 0.917, indicating a moderate level of stress management. According to Bhargava & Trivedi (2018), different people cope with stress in various ways. This study was done among students, and it was shown that the majority of them prefer to talk about their stress with their friends. Students choose to utilize social media to divert themselves from their current condition as the second alternative for stress management. However, according to Bhargava & Trivedi (2018), using social media has caused students to become more self-centered and hooked to the internet. This can be a concern since it limits the body's physical mobility.

5.3 Research Objective 3: To Determine the Relationship between Emotional Intelligence (EI) and Stress Management among Teachers in Secondary School

The third objective of this study is to identify the relationship between EI and stress management among teachers in secondary school. According to the data analysis, the four dimensions of EI which are self-awareness, self-regulation, motivation and empathy shows that there is a positive significant relationship with stress management. Meanwhile, the last dimension of EI which is social skills shows no significant relationship with stress management.

A few authors have looked at the link between EI and stress management. EI helps people manage stress and stay focused on their tasks since it requires them to comprehend and control not just their own emotions, but also the emotions of others. Employees with a higher EI level have also been shown to be able to cope with stress by using their emotions constructively. Employees with a high EI might better sense their stress and are more motivated at work. This conclusion agrees with Kanesan & Fauzan (2019), who noted that EI is a paradigm that fits well in stress management since it needs the capacity to manage one's own emotions as well as those of others. According to Shahid, Stirling & Adams

(2017), EI has a substantial association with stress management because those with greater EI abilities perform better in stress management and have a higher stress tolerance. Because they are aware of and acknowledge their emotions, a person may endure stress successfully. However, according to Yadav & Rai (2020), EI will not considerably reduce organizational stress. The findings of this study demonstrate that individual with high EI are unlikely to have a negative impact on their stress management.

5.4 Limitation of Study

There were various flaws in the study that became clear as it progressed. To begin with, the number of respondents was significantly lower than expected because the study relied only on online surveys owing to the Covid-19 outbreak, which forced most teachers to work from home throughout pandemic. As a result, it is difficult to contact them on the ground, necessitating the usage of an online survey. Although an online survey is handy, the chances of it reaching the intended respondents are slim. Furthermore, the study data distributions were not evenly distributed, as seen by the fact that one age group was much greater than the others due to restricted approaches to the other age groups.

5.5 Recommendations of Study

There a few recommendations that researcher proposed throughout this research. This research only involves quantitative method where questionnaires was distributed to obtain information and data. Therefore, to enhance the result of this issues to be more precise, future researchers should conduct this study through qualitative method such as observation and interview with the respondents. Furthermore, this research was conducted in Batu Pahat, Johor. Hence, it is recommended for future researcher to conduct this research in the whole region of Johor to identify the relationship between Emotional Intelligence (EI) and stress management among teachers of secondary school in Johor. Last but not least, it is recommended for future researchers to increase the period of this study to reach more respondents. It will help to get more precise data and the reliability will increase.

5.6 Conclusion

The purpose of this research is to determine the level of Emotional Intelligence (EI) and stress management among teachers in secondary school. The second objective is to find out the stress management among teachers in secondary school. The last objective is to figure out the relationship between EI and stress management among teachers in secondary school. All these objectives have been discussed throughout this research. Based on the findings, four dimensions of EI have significant relationship with stress management while the other one does not have significant relationship with the dependent variable. In addition, few recommendations also have been suggested for future researcher with the hope that this research will contribute to the teachers, school administrator and Ministry of Education.

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